

His lecture was illustrated by innumerable models made this year in the various classes, for a complete account of which see the prospectus. To mention those most interesting to House of Education students, clay modelling and cardboard modelling are among the most popular. Repoussé and wood carving are also taught on educational lines.

The course, held for four weeks in the handsome and most convenient building of the Scarborough Municipal School, is well named a school. We attended six hours one day and four the next, which allows for three half-holidays a week, and had to answer the roll call three times a day; the number of attendances being apparently a point on which the existence of the school depends. Those who go in for the examinations do have to work very hard, but after all it is only for a month, and it is quite usual to attend the classes and do a great part of the work without taking an examination at the end. The fees are only £3 3s., but living is expensive in Scarborough during the season. It cost two of us about 35s. a week each, though the students in the hostels paid only 26s. But we preferred to be quiet and comfortable in lodgings.

With a brief quarter of an hour's break in the middle of the morning, there was little opportunity for making acquaintances except among the members of one's own classes. This made the social evenings all the more welcome—evenings when everybody met to enjoy concerts and dancing in the spacious school hall, the music being of a distinctly high order. The students also organised half-holiday expeditions to neighbouring places, like Whitby, but in these we did not join.

Though I was in a manner forced to take this course, since trainers of teachers are bound now to hold the higher certificate in the subject they teach, I found nothing to regret in spending part of the holidays thus. It has been an immense gain to see the methods and work of others, to get new ideas in such a time-honoured subject as cardboard modelling, and also to compare the many and various educational theories current in the school world with those which we have learnt to revere.

—A. C. DRURY.

HANDICRAFTS.

In brasswork we are only making such things as can be made up in our own workshop.

To begin with, each student has made a small circular plate, in copper or brass, with an initial in the centre. This gives practice in tracing and punching. Round and square trays requiring true repoussé work are next to be made.

BOOKS ADDED TO THE LIBRARY.

History.

"Introductory History of England." Fletcher. 4 vols.
(1) To 1485; (2) 1485-1660; (3) 1660-1792; (4) 1792-1815.

"Dictionary of English History." Sydney Lowe and E. Pullen.

Essays.

"Charity and Social Life." Loch.

"Home Life in England." Paget.

Geography and Travel.

"A Lady's Life in the Rockies." Bird.

"Western Women in Eastern Lands." Montgomery.

Bible Teaching.

"Old Testament History." Vols. I., II., III., IV.
Hardwick.

"Sinai and Palestine" (Everyman's Library). Stanley.

"Old Testament History and Literature." Alford.

"Bible Commentary." One vol. Dummellou.

Nature Study.

"How to know the Trees." Henry Irving. 3s. 6d. net.
Cassell.

Biography.

"Some Famous Women." Louise Creighton. Longmans
Green and Co.

BOOK LIST.

"The Rise of the Greek Epic." Gilbert Murray. This is a most fascinating study of the Greek life and customs as depicted in Homer. It is full of delightful and interesting

detail about the habits and dresses of the Greek people in various classes at that time, and the whole book breathes the spirit of that time in a very inspiring and infectious way. It makes one long to read Homer, and helps one to appreciate that great Epic.

"Parenthood and Race Culture." By Saleeby. This is a very interesting book on Eugenics and well worth the study of anyone interested in education and heredity. Saleeby shows the great importance of Eugenics or Race Culture, and has some very inspiring ideas. The whole book is full of interest.

"Various Phases of Evolution and Heredity." By Dr. Berry Hart. This is a series of intensely interesting studies on Evolution, and gives the results of the very latest scientific research on this great question.

"Life of Stanley." By Lady Stanley. This is a large and deeply interesting book, and the opening chapters, which describe in the great explorer's own words his miserable childhood, are full of pathos and beauty.

"It never can happen again." William le Morgan. To those who love Le Morgan's work this is a treat. The character studies are very clever.

"The Odd Women" and "Born in Exile." George Gissing. These are interesting from a psychological standpoint and well worth reading. To be had in the sevenpenny edition. Gissing is a clever reader of character.

O. M. LOWE.

LESSON ON OLD TESTAMENT.

CLASS IV.

Objects.

1. To increase the girls' knowledge of the religious rites of the Jews by showing the uses and different kinds of sacrifice.

2. To connect the Old Testament with the New.

Course of Lessons.

Explain the meaning of sacrifice, *i.e.*, the offering up of

some animal. Give the derivation (Latin, *sacrificare*: *sacer*—sacred, *facere*—to make).

Find instances of sacrifice in the Bible. Gen. iv. 4 (first mention); Gen. viii. 20; xxii. 1-13.

Reasons for Sacrifice.

1. Natural instinct of all nations to offer up living animals to appease the wrath of the gods. (Jewish sacrifice regulated by laws given to Moses by God.)

2. The death of the animal a symbol of death to sin.

Extract from Abbott, p. 53.

Tell that sacrifices were offered in the temple every morning and evening, the last day of every week, the first day of every month, and on the great Day of Atonement.

Tell the story of the Scapegoat, then let the girls read it in the Bible: Leviticus xvi.

Show them the picture of the Scapegoat, by Holman Hunt.

Sacrifices becoming empty forms and mere outward shows, God rebukes the people. Read 1 Samuel xv. 22; Isaiah i. 11-13; Ps. li. 17.

All sacrifices were a type of the one ideal and perfect sacrifice—the Sacrifice of Christ.

Read Hebrews ix. 6-28.

NOTES FROM CRITICISM LESSONS.

Do not wait about for answers in lessons. If the children cannot answer at once, put the question in another form.

The more the children's voices are heard the better the lesson.

Do not give a lesson on what can and ought to be learnt by heart. (Apropos of a lesson given on the Latin declensions.)

In teaching reading to young children, should they be slow, do not allow them to write each word as they learn it, as this occupies much of their time and hinders progress.

Aim at getting as many words as possible learnt during the reading lesson and give plenty of practice in the sounds

of the letters. The words learnt should be written in writing time.

When one knows very little about a person or a place one usually emphasises one point of the person's teaching or one feature of the country, thereby giving a distorted view, *e.g.*, such as that poverty and rain are the sole characteristics of Ireland. To avoid this, she who would be a good teacher must read, and read, and read.

Continuous reading by the teacher to the pupil is not a fit subject for a criticism lesson. The teacher must analyse the passage for herself and then ask the children: "What was the subject of that paragraph?" or "What has been told us about such and such a subject?"

She must also quicken interest in the children before they begin to read, for example, their history book, by such remarks as: "Note what a wise expedient was used," or "What a fine character this is," or "What a fatally foolish mistake."

MR. OSCAR BROWNING'S VISIT.

On the evening of Monday, October 17th, Mr. Oscar Browning arrived, and for some palpitating hours (as it seemed) the hall and classroom were thronged with knots of anxious seniors, all wishing to know which of their lessons would be chosen. At last we heard, and accordingly, at 9.15 on Tuesday morning, the lessons began. They lasted—with an interval of fifteen minutes, from 11 to 11.15—until 12.30, when the seniors gave a display in the Gymnasium.

In the afternoon the seniors, under the direction of Miss J. H. Smith, gave a dancing display, the most notable items of which were a hornpipe, a waltz maze, and a kind of Mazurka, or scarf dance.

This was followed by a delightful lecture on "Travels in the Near East," by Mr. Browning. The lecturer gave us a charming account of the wonderful ruins of Baalbek, and of his impressions of the Holy Land. In the evening we had a

most enthralling paper on Ancient Egypt, by Miss Lobjoit, in which Mr. Browning seemed to take great interest, afterwards presenting the authoress with a poem of his own on the subject.

Wednesday morning was occupied with lectures given by the staff to various divisions of students. These were as follows:—

9-9.30, French, to the Seniors, Mlle. Mottu.

9.30-10, Drawing, to the Juniors, Miss Sumner.

10-10.30, German, to the Seniors (Upper Division), Fräulein Grimm.

10.30-11, Geology, to all, Miss Drury.

11.15-11.45, Physics, to all, Miss Stephens, B.Sc.

11.45-12.15, Italian, to the Seniors, Fräulein Grimm.

12.15-12.45, Latin, to the Seniors and Juniors (Upper Division), Miss Williams.

In the afternoon Mr. Browning examined the Upper Divisions of the Seniors orally in Latin.

This was followed by the usual Reading examination.

A musical programme was arranged for the evening, in which some of the most notable items were a Venetian song, by Miss Wilson and Miss Bradford, and some of MacDowell's "Woodland Sketches," by Miss Cordeux. By kind invitation of Miss Mason, all the Seniors were present in the drawing-room.

Thursday morning the Seniors began with an examination in French reading and translation. This was followed by a German examination of the Upper Division. There was not time for Italian, so our four Seniors were chosen to be examined.

In the afternoon the "At Home" was held, at which Mr. Browning delivered his lecture on "Cavour" to an intensely interested audience.

After the visitors had departed, he bade "Goodbye" in the classroom to the Seniors, who expressed their feelings toward him by three lusty cheers.

An impromptu dance was then got up, which continued until about 8.30, when we retired to bed. Mr. Browning left

Ambleside on Friday morning amid the regrets of those who had much enjoyed his short visit.

P. C. KINNEAR.

SCOUTING NOTES.

The members of the "Peewit" patrol now number thirty. Our first expedition was to the Peewit hut, which we continued building by filling in the walls and roof with tightly-rolled bunches of bracken. The walls, from five to six feet high, were already built, and the roof framework was completed. After nearly an hour's work, our Patrol Leader gave us a short lecture on the Principles of First Aid, as set forth in "First Aid to the Injured," the instruction book of the St. John Ambulance Brigade. We then set to work to clear some of the rubbish left by previous campers, burning it in a fire which we had lighted.

On October 12th we had a relay race. Fifteen "Peewits" and three "non-Peewits" were present, and a thrilling race took place. The scouts were divided into sides. Odd and Even. The aim for both sides was to get a message from Waterhead and convey it to Skelwith Bridge in the shortest possible time. This was done by means of relays working in pairs and posted at intervals along the road. As it was impossible to distinguish between friends and enemies, passwords were necessary. A knowledge of the password entitled the relay to take the message to the next post. The sides followed each other closely, but by a few minutes the "Evens" gained the race, reaching Skelwith Bridge at about 3.20, having taken sixty-five minutes. A short practice of signalling followed, after which the patrol returned home.

On October 22nd a most enthralling observation track was set. We worked in couples, starting from St. Anne's Church, up the Kirkstone Road, across the Stock, and home. The track was indicated by arrows, and at intervals letters were concealed containing instructions and in some cases questions which required close observation of objects upon the track.

For example, "What kind of trees did you notice by the last bridge?" "Draw the doors of the barn you have just passed." "What mountains can you see from this point?" At 4.30 we returned to the school for First Aid, but spent the time in correcting our observations. Out of a possible fifty-four marks, the highest gain was forty-three.

We hope to have many more fine half-holidays for scouting and to get through as much work as possible, especially in First Aid, which is the particular subject for this term.

PEEWIT 4.

WEATHER OBSERVATIONS AT SCALE HOW.

In taking these observations and in recording them we have been trying, as far as possible, to follow the directions given by the Meteorological Society to its observers. The observations are taken twice a day—at 8.45 a.m. and 8.45 p.m., as 9 a.m. and 9 p.m., the Society's times, are of course not possible for us.

The observations include readings of the existing and of the maximum and minimum temperatures out of doors, and of the barometer and attached thermometer indoors. They also include a measurement of the amount of rain which has fallen in the preceding twelve hours, and observations of the direction of the wind and of the amount and kind of cloud in the sky.

Besides these observations taken at the two particular times we notice the general state of the weather during the day and the time at which any particular weather phenomenon, such as a thunderstorm, might occur.

The book in which we record the weather notes is ruled in one-tenth of an inch squares on every alternate page, the opposite page being left quite blank: these two pages serve to record the notes for one week. The checkered page is divided into compartments devoted to barometer, thermometer, rain and wind. For each of the three former we draw, in its compartment, a curve for the week, by joining together

the fourteen points representing the fourteen readings taken.

To record the wind we draw seven concentric circles, one for each day, and mark on them the points of the compass; then on the circumference of the circle belonging to any one day we mark arrows in the directions in which the wind was blowing at our two particular times. This whole page then gives us a picture of the changes in temperature, wind, etc., during the week.

On the opposite and blank page we record the observations in tabular form, all the morning ones in columns one under the other, and all the evening ones one under the other; here are also recorded the maximum and minimum temperatures, the amount of cloud, and the general remarks for the day. To indicate the amount of cloud the numbers from 0 to 10 are used, 0 indicating a perfectly clear sky, and 10 one quite overcast. We intend now to use this same system of numbers to represent the force of the wind, and also to tabulate the form of cloud.

The barometer observations tabulated on this page are corrected—that is, they are reduced to sea-level and to a temperature of 32° F., and the general remarks for the day are put down in the International Meteorological symbols, which save much space and give one a nice feeling of kinship with observers all over the world.

At the foot of each column of temperature, etc., for the week we write the average, found by simply adding up the readings for the week and dividing the total by seven.

"Hints to Meteorological Observers," price 1s. 6d., published by the Royal Meteorological Society, gives one all possible information about taking and tabulating observations, and also tables ready worked out for correcting barometer readings.